

- . Irrationals or incommensurables III: the Greek solution. Apr., 282-85.
- . Irrationals or incommensurables IV: the transitional period. Oct., 469-71.
- . Irrationals or incommensurables V: their admission to the realm of numbers. Nov., 541-43.
- KARNES, HOUSTON T. Minutes of the annual business session. Oct., 498-99.
- . What is going on in your school? 151-53, 211-14, 304.
- KEMENY, JOHN G. Honors mathematics at Dartmouth. Oct., 455-57.
- KINNEY, LUCIEN B. *Editor*. Mathematics in the junior high school. 37-38, 134-37, 195-99, 399-402, 473-74, 548-50, 611-16.
- KLINE, MORRIS. Mathematics texts and teachers: a tirade. Mar., 162-72.
- KOENEN, WILLIAM. Illustrating simple transformations. Oct., 467-68.
- LANGER, RUDOLPH E. Time is running out. Oct., 418-24.
- LANKFORD, FRANCIS G. JR. *Editor*. Tips for beginners. 149-50, 301-03, 489-93, 562-64.
- LARSEN, H. D. Mathematics on stamps. May, 395-96.
- LATING, JOSEPH J. An algebra program for the bright ninth grader. Mar., 179-84.
- LEWIS, EUNICE. The role of sensory materials in meaningful learning. Apr., 274-77.
- LOYD, DANIEL B. The national status of mathematics contests. Oct., 458-63.
- LOWRY, WILLIAM C. Pupil discovery in junior high school mathematics. Apr., 301-03.
- MACLANE, SAUNDERS. The impact of modern mathematics on secondary schools. Feb., 66-69.
- MCLEAN, ROBERT C., JR. A "folded" one-track mathematics program. May, 330-31.
- MCLENNAN, RODERICK C. *Editor*. Reviews and evaluations. 44-46, 145-48, 207-10, 408-09.
- MARKS, JOHN L. Rationalizing multiplication of decimal fractions. May, 399-402.
- MASSIMIANO, CARMEN C. The influence of the study of plane geometry on critical thinking. Feb., 151-53.
- MATHEMATICS STAFF OF THE COLLEGE, Univ. of Chicago. A problem on the cutting of squares. May, 332-43.
- . Univ. of Chicago. More on the cutting of squares. Oct., 442-54.
- . Univ. of Chicago. Still more on the cutting of squares. Dec., 585-96.
- MAYOR, JOHN R. Some thoughts on teacher education. Feb., 143-44.
- MENGER, KARL. On the formulation of certain arithmetical questions. Nov., 528-30.
- . Why Johnny hates math—. Dec., 578-84.
- MESERVE, BRUCE E. The evolution of geometry. May, 372-82.
- . An exploratory approach to solving equations. Jan., 15-18.
- . Graphing in elementary algebra. Apr., 260-66.
- MIKSA, FRANCIS L. A table of Stirling numbers of the second kind, and of exponential numbers. Feb., 128-33.
- NEALEIGH, THOMAS R. "... Eleven, twelve ... " May, 367.
- NYGAARD, P. H. Odd and even—a game. May, 397-98.
- O'BRIEN, KATHARINE E. Problem-solving. Feb., 79-86.
- OLANDER, CLARENCE. An electric matching device. Apr., 278-79.
- PARRISH, CLYDE E. Junior high school mathematics and the manpower shortage. Dec., 611-16.
- PEAK, PHILIP. Have you read? 6, 60, 133, 137, 206, 269, 300, 398, 457, 488, 506, 518, 554, 604.
- PECK, LYMAN C. Can two lines coincide? Oct., 503.
- PINGRY, R. E. For a better mathematics program 3) In the junior high school. Feb., 112-20.
- REEVE, WILLIAM D. The problem of varying abilities among students in mathematics. Feb., 70-78.
- RISING, GERALD R. Some comments on a simple puzzle. Apr., 267-69.
- RISKE, MAX. Mathematics in New Zealand Schools. Oct., 431-34.
- ROETHIG, CARL D. The mathematics program in West High School, Green Bay, Wisconsin. Mar., 211-14.
- ROGERS, MARY C. *Chairman*. Report of the Membership Committee. Dec., 624-26.
- ROSSKOPF, MYRON F. What do we mean? Dec., 597-604.
- ROURKE, ROBERT E. K. What do we mean? Dec., 597-604.
- SACKMAN, BERTRAM S. The tomahawk. Apr., 280-81.
- SAUPE, ETHEL. A paper model for solid geometry. Mar., 185-86.
- SCHAAF, WILLIAM L. *Editor*. Memorabilia mathematica. 39-43, 138-42, 200-04, 289-94, 403-05, 475-78, 551-54, 617-21.
- . An "apology" for mathematics. Apr., 292-93.
- . Careers for the mathematician. Dec., 615-16.
- . The dawn of an era. Apr., 290-91.
- . Edmund Halley on mortality tables. Jan., 41-43.
- . Further note on the printing of mathematics. Feb., 140-41.
- . Guided missiles . . . and mathematical education. Oct., 477-78.
- . Mathematical handwriting on the wall. Nov., 551-53.
- . Mathematical talent and the National Science Fair. Nov., 553-54.
- . Mathematics and Nazism in retrospect. May, 403-05.
- . Men at work. Feb., 138-39.
- . Observations on the prestige of mathematics. Oct., 476-77.
- . On preparing mathematical material for print. Nov., 554.
- . On the calculus as a required subject. Apr., 293-94.
- . On the mathematical training of navy personnel. Feb., 141-42.

- On the scope of mathematics—then and now. Apr., 291-92.
- On the usefulness of mathematical learning (1700 A.D.). Oct., 475-76.
- Philately and mathematics—a further note. Apr., 289-90.
- Some reflections on quadratic equations. Dec., 618-21.
- Some reflections on the teaching of geometry. Jan., 39-41.
- SEXTON, MAUDE. Watch your figures. Feb., 87-88.
- SHAW, GERALDINE SAX. Prediction of success in elementary algebra. Mar., 173-78.
- SHOEMAKER, RICHARD W. The construction and measurement of angles with a steel tape: surveyor's method. Nov., 550.
- SHUSTER, JOHN G. Statistics and baby chicks. Jan., 34-35.
- SNADER, DANIEL W. Mathematics and the changing curriculum of post-war Japan. May, 383-90.
- SOBEL, MAX A. Concept learning in algebra. Oct., 425-30.
- STEPHEN, SISTER MARIE, O.P. The mysterious number PHI. Mar., 200-04.
- STRUYK, ADRIAN. *Editor*. Mathematical miscellanea. 34-36, 128-33, 192-94, 286-88, 397-98, 544-47.
- Three folding models of polyhedra. Apr., 286-88.
- Two notes on binomial coefficients. Mar., 192-94.
- STUBBLEFIELD, ETHEL. A community approach to general mathematics. Mar., 195-99.
- SUELTZ, BEN A. These things we believe. Jan., 19-21.
- VAN ENGEN, HENRY. Words! Words! Words! Jan., 33.
- WILCOX, MARIE S. The National Council and the classroom teacher. May, 406-07.
- National Council news. 50-51, 205-06.
- WILLIAMS, ANNIE JOHN. Organizing a mathematics club. Feb., 149-50.
- WILSON, HAZEL SCHOONMAKER. A note on age problems. Jan., 26-27.
- WIRSUP, IZAAK. Some remarks on enrichment. Nov., 519-27.
- WOLFE, J. M. Proximity of prerequisite learning and success in trigonometry in college. Dec., 605-06.
- WREN, F. LYNWOOD. For a better mathematics program 2) In high-school geometry. Feb., 100-11.
- What's new in mathematics? Nov., 555-56.

## Title index

- An algebra program for the bright ninth grader. JOSEPH J. LATING. Mar., 179-84.
- American mathematics. PHILLIP S. JONES. Jan., 30-33.
- An "apology" for mathematics. WILLIAM L. SCHAAF. Apr., 292-93.
- Archytas' duplication of the cube. R. F. GRAESSER. May, 393-95.
- Are your standards in marking changing? R. F. GRAESSER. Oct., 464-66.
- Area device for a trapezoid. EMIL J. BERGER. May, 391.
- Building a mathematics program—an adventure in co-operative planning. FRANK B. ALLEN. Apr., 226-34.
- Can two lines coincide? LYMAN C. PECK. Oct., 503.
- Careers for the mathematician. WILLIAM L. SCHAAF. Dec., 617-18.
- A community approach to general mathematics. ETHEL STUBBLEFIELD. Mar., 195-99.
- Concept learning in algebra. MAX A. SOBEL. Oct., 425-30.
- Concerning the function concept. ALBERT A. BENNETT. May, 368-71.
- The construction and measurement of angles with a steel tape: surveyor's method. RICHARD W. SHOEMAKER. Nov., 550.
- Contemporary applications of mathematics. RICHARD S. BURINGTON. May, 322-29.
- Contributions of junior high schools to American mathematical education. E. R. BRESLICH. Feb., 134-37.
- The dawn of an era. WILLIAM L. SCHAAF. Apr., 290-91.
- Desirable alterations in order and emphasis of certain topics in algebra. RALPH BEATLEY. May, 361-65.
- Devices for the mathematics classroom. EMIL J. BERGER, *Editor*. 28-29, 121-22, 185-86, 278-81, 391-92, 467-68.
- Edmund Halley on mortality tables. WILLIAM L. SCHAAF. Jan., 41-43.
- Effective mathematics in industry. W. S. BAUMGARTNER. May, 356-59.
- An electric matching device. CLARENCE OLANDER. Apr., 278-79.
- "... Eleven, twelve, ..." THOMAS R. NEALEIGH. May, 367.
- An English schoolmaster looks at American mathematics teaching. W. S. BRACE. Apr., 241-49.
- The evolution of geometry. BRUCE E. MESERVE. May, 372-82.
- An exploratory approach to solving equations. MAX BEBERMAN and BRUCE E. MESERVE. Jan., 15-18.
- A "folded" one-track mathematics program. ROBERT C. McLEAN, JR. May, 330-31.
- For a better mathematics program 1) In the college. E. H. C. HILDEBRANDT. Feb., 89-99.
- For a better mathematics program 2) In high-school geometry. F. LYNWOOD WREN. Feb., 100-11.
- For a better mathematics program 3) In the junior high school. R. E. PINGRY. Feb., 112-20.
- From ancient China 'til today! PHILLIP S. JONES. Dec., 607-10.
- Further note on the printing of mathematics. WILLIAM L. SCHAAF. Feb., 140-41.
- Graphing in elementary algebra. MAX BEBERMAN and BRUCE E. MESERVE. Apr., 260-66.
- The great Carnot. CARL B. BOYER. Jan., 7-14.
- Guided missiles... and mathematical educa-

- tion. WILLIAM L. SCHAAF. Oct., 477-78.
- Have you read? PHILIP PEAK. 6, 69, 133, 137, 206, 269, 300, 331, 398, 457, 488, 506, 518, 554, 604.
- Historically speaking. PHILLIP S. JONES, *Editor*. 30, 123-27, 187-91, 282-85, 393-96, 469-72, 541-43, 605-08.
- Honors mathematics at Dartmouth. JOHN G. KEMENY. Oct., 455-57.
- How to draw a multiplication and division nomograph. DONOVAN A. JOHNSON. May, 391-92.
- How to draw an addition and subtraction nomograph. DONOVAN A. JOHNSON. Apr., 281.
- Illustrating simple transformations. WILLIAM KOENEN. Oct., 467-68.
- The impact of modern mathematics on secondary schools. SAUNDERS MACLANE. Feb., 66-69.
- An improved trigtractor. EDWIN EAGLE. Jan., 28-29.
- The influence of the study of plane geometry on critical thinking. CARMEN C. MASSIMIANO. Feb., 151-53.
- Interpretation of the hypothesis in terms of the figure. HELEN L. GARSTENS. Dec., 562-64.
- An introduction to negative integers. CHARLES BRUMFIEL. Nov., 531-34.
- Irrationals or incommensurables I: their discovery, and a "logical scandal." PHILLIP S. JONES. Feb., 123-27.
- Irrationals or incommensurables II: the irrationality of  $\sqrt{2}$  and approximations to it. PHILLIP S. JONES. Mar., 187-91.
- Irrationals or incommensurables III: the Greek solution. PHILLIP S. JONES. Apr., 282-85.
- Irrationals or incommensurables IV: the transitional period. PHILLIP S. JONES. Oct., 469-71.
- Irrationals or incommensurables V: their admission to the realm of numbers. PHILLIP S. JONES. Nov., 541-43.
- Junior high school mathematics and the manpower shortage. CLYDE E. PARRISH. Dec., 611-16.
- Let's look at language. I. H. BRUNE. 43, 153, 277, 365.
- Mathematical deficiencies of college freshmen. HARRISON GEISELMANN. Jan., 22-25.
- Mathematical handwriting on the wall. WILLIAM L. SCHAAF. Nov., 551-53.
- Mathematical miscellanea. ADRIAN STRUYK, *Editor*. 34, 128-33, 192-94, 286-88, 387-98, 544-47.
- Mathematical talent and the National Science Fair. WILLIAM L. SCHAAF. Nov., 553-54.
- Mathematics and Nazism in retrospect. WILLIAM L. SCHAAF. May, 403-05.
- Mathematics and the changing curriculum of post-war Japan. DANIEL W. SNADER. May, 383-90.
- Mathematics in New Zealand schools. MAX RISKE. Oct., 431-34.
- Mathematics in the junior high school. LUCIEN B. KINNEY and DAN T. DAWSON, *Editors*. 37-38, 134-37, 195-99, 399-402, 473-74, 548-50, 611-16.
- Mathematics on stamps. H. D. LARSEN. May, 395-96.
- The mathematics program in West High School, Green Bay, Wisconsin. CARL D. ROETHIG. Mar., 211-14.
- Mathematics texts and teachers: a tirade. MORRIS KLINE. Mar., 162-72.
- Memorabilia mathematica. WILLIAM L. SCHAAF. 39-43, 138-42, 200-04, 289-94, 403-05, 475-78, 551-54, 617-21.
- Men at work. WILLIAM L. SCHAAF. Feb., 138-39.
- Method—computation—answer. HUMPHREY C. JACKSON. Oct., 492-93.
- Millions of pages for mathematics education. M. H. AHRENDT. Feb., 154-55.
- A minor sidelight on a great man. Oct., 471-72.
- Minutes of the Annual Business Session. HOUSTON T. KARNES. Oct., 498-99.
- Minutes of the Seventh Delegate Assembly. H. GLENN AYRE, *Editor*. Oct., 500-03.
- More on factoring the trinomial. SISTER MARY DOLOROSA A. Apr., 304.
- More on the cutting of squares. MATHEMATICS STAFF OF THE COLLEGE, Univ. of Chicago. Oct., 442-54.
- A multi-model demonstration board. DONOVAN A. JOHNSON. Feb., 121-22.
- The mysterious number PHI. SISTER MARIE STEPHEN, O.P. Mar., 200-04.
- The National Council and the classroom teacher. MARIE S. WILCOX. May, 406-07.
- National Council news. HOWARD F. FEHR. Oct., 479-80.
- National Council news. MARIE S. WILCOX. 50-51, 205-06.
- National enrollments in high school mathematics. KENNETH E. BROWN. May, 366-67.
- The national status of mathematics contests. DANIEL B. LOYD. Oct., 458-63.
- NCTM Committees (1956-57). Nov., 567-70.
- A new day? MAURICE L. HARTUNG. Dec., 622-23.
- A note on age problems. HAZEL SCHOONMAKER WILSON. Jan., 26-27.
- Notes from the Washington office. M. H. AHRENDT. 154-55, 305-06, 410-11, 594-05, 565-66.
- Observations on the prestige of mathematics. WILLIAM L. SCHAAF. Oct., 476-77.
- Odd and even—a game. P. H. NYGAARD. May, 397-98.
- Officers of the NCTM Affiliated Groups. H. GLENN AYRE. Apr., 307-12.
- On preparing mathematical material for print. WILLIAM L. SCHAAF. Nov., 554.
- On the calculus as a required subject. WILLIAM L. SCHAAF. Apr., 293-94.
- On the formulation of certain arithmetical questions. HERBERT J. CURTIS and KARL MENDER. Nov., 528-30.
- On the mathematical training of navy personnel. WILLIAM L. SCHAAF. Feb., 141-42.
- On the scope of mathematics—then and now. WILLIAM L. SCHAAF. Apr., 291-92.
- On the usefulness of mathematical learning (1700 A.D.). WILLIAM L. SCHAAF. Oct., 475-76.
- Organizing a mathematics club. ANNIE JOHN WILLIAMS. Feb., 149-50.
- Our national debt reduced to 54,253,475

- dominions? HENRY CLARENCE CHURCHMAN. May, 353-55.
- A paper model for solid geometry. ETHEL SAUPE. Mar., 185-86.
- Perfect Benjamin Franklin magic squares. ANDREW S. ANEMA. Jan., 35-36.
- Philately and mathematics—a further note. WILLIAM L. SCHAAF. Apr., 289-90.
- The place of evaluation in the secondary school program. MARIAN C. CLIFFE. Apr., 270-73.
- Points and viewpoints. HOWARD F. FEHR. 50-51, 143-44, 205-06, 295-97, 406-07, 479-80, 555-56, 622-23.
- Practical determination of the rank of a matrix. N. B. CONKWRIGHT. May, 344-46.
- Prediction of success in elementary algebra. GERALDINE SAX SHAW. Mar., 173-78.
- The problem of varying abilities among students in mathematics. WILLIAM D. REEVE. Feb., 70-78.
- A problem on the cutting of squares. MATHEMATICS STAFF OF THE COLLEGE, Univ. of Chicago. May, 332-43.
- Problem-solving. KATHERINE E. O'BRIEN. Feb., 79-86.
- Prove as much as you can. ROBERT R. HALLEY. Oct., 491-92.
- Proximity of prerequisite learning and success in trigonometry in college. J. M. WOLFE. Dec., 605-06.
- Psychology of learning in the junior high school. HOWARD F. FEHR. Apr., 235-40.
- Pupil discovery in junior high school mathematics. WILLIAM C. LOWRY. Apr., 301-03.
- Quod erat demonstrandum. HAROLD P. FAWCETT. Jan., 2-6.
- Rationalizing multiplication of decimal fractions. JOHN L. MARKS. May, 339-402.
- Report of the Membership Committee. MARY C. ROGERS, *Chairman*. Dec., 624-26.
- Report of the Nominating Committee. Jan., 52-59.
- Reviews and evaluations. RICHARD D. CRUMLEY and RODERICK C. McLENNAN, *Editors*. 44-46, 145-48, 207-10, 298-300, 408-09.
- Reviews and evaluations. RICHARD D. CRUMLEY, *Editor*. 481-88, 557-61, 610.
- The role of sensory materials in meaningful learning. EUNICE LEWIS. Apr., 274-77.
- Roots and logarithms. ELIZABETH F. BROWN. Nov., 544-47.
- School and college mathematics. WILLIAM L. DUREN, JR. Nov., 514-18.
- Sequoia Junior High School Math Team. PAUL H. HOFEDITZ. Oct., 473-74.
- Seventeenth Christmas Meeting. MILTON W. BECKMANN. Dec., 627-28.
- Short multiplication. ALI R. AMIR-MOEZ. Oct., 434.
- Sixteenth Summer Meeting. May, 412.
- Some comments on a simple puzzle. GERALD R. RISING. Apr., 267-69.
- Some reflections on quadratic equations. WILLIAM L. SCHAAF. Dec., 618-21.
- Some reflections on the teaching of geometry. WILLIAM L. SCHAAF. Jan., 39-41.
- Some remarks on enrichment. IZAAK WIRSZUP. Nov., 519-27.
- Some thoughts on teacher education. JOHN R. MAYOR. Feb., 143-44.
- Some unusual mail. M. H. AHRENDT. May, 410-11.
- State representatives of The National Council of Teachers of Mathematics. Apr., 305-06.
- Statistics and baby chicks. JOHN C. SHUSTER. Jan., 34-35.
- The status of the secondary mathematics program for the talented. R. A. BAUMGARTNER. Nov., 535-40.
- Still more on the cutting of squares. MATHEMATICS STAFF OF THE COLLEGE, Univ. of Chicago. Dec., 585-96.
- The supervisor plans a program through self-evaluation. LESTA HOEL. May, 347-52.
- A table of Stirling numbers of the second kind, and of exponential numbers. FRANCIS L. MIKSA. Feb., 128-33.
- Teaching the concept of cubic measure through the use of manipulative aids. JEN JENKINS. Oct., 489-90.
- Teaching the formula for circle area. JEN JENKINS. Nov., 548-49.
- The technical manpower shortage—an answer from the high school. THEODORE S. COOPER. Oct., 435-41.
- Techniques for drill in arithmetic fundamentals. HUMPHREY JACKSON. Jan., 47-48.
- These things we believe. BEN A. SCULTZ. Jan., 19-21.
- Thirty-fourth Annual Meeting. Mar., 215-16.
- Three algebraic questions connected with Pythagoras' theorem. MATHEMATICS STAFF OF THE COLLEGE, Univ. of Chicago. Apr., 250-59.
- Three folding models of polyhedra. ADRIAN STRUYK. Apr., 286-88.
- Time is running out. RUDOLPH E. LANGER. Oct., 418-24.
- Tips for beginners. FRANCIS G. LANKFORD, JR., *Editor*. 149-50, 301-03, 489-93, 562-64.
- The tomahawk. BERTRAM S. SACKMAN. Apr., 280-81.
- Two notes on binomial coefficients. ADRIAN STRUYK. Mar., 192-94.
- Watch your figures. MAUDE SEXTON. Feb., 87-88.
- What do we mean? ROBERT E. K. ROURKE and MYRON F. ROSSKOPF. Dec., 597-604.
- What is going on in your school? JOHN A. BROWN and HOUSTON T. KARNES, *Editors*. 47-48, 151-53, 211-14, 304.
- What's new? 49, 127, 178, 249, 407, 494, 547, 621.
- What's new in mathematics? F. LYNWOOD WREN. Nov., 555-56.
- Why study mathematics in the secondary schools? MILDRED FLANAGAN. Jan., 37-38.
- The White House conference on education and its implication for mathematics teachers. KENNETH E. BROWN. Apr., 295-97.
- Why Johnny hates math. KARL MENDER. Dec., 578-84.
- Words! Words! Words! HENRY VAN ENGEN. Jan., 33.
- Yearly financial report. M. H. AHRENDT. Nov., 565-66.
- Your professional dates. 51, 155-56, 217, 312-13, 412-13, 499, 566, 628.



## Subject index

- ABILITY GROUPING**  
Honors mathematics at Dartmouth, 455-57.  
The problem of varying abilities among students in mathematics, 70-78.
- AFFILIATED GROUPS**  
Minutes  
Minutes of the Seventh Delegate Assembly, 500-03.  
State representatives  
State representatives of The National Council of Teachers of Mathematics, 305-06.
- ALGEBRA**  
Curriculum  
An algebra program for the bright ninth grader, 179-84.  
Functions  
Concerning the function concept, 368-71.  
Miscellaneous  
Practical determination of the rank of a matrix, 344-46.  
Three algebraic questions connected with Pythagoras' theorem, 250-59.  
Two notes on binomial coefficients, 192-94.  
Operations  
More on factoring the trinomial, 304.  
Roots and logarithms, 544-47.  
Some reflections on quadratic equations, 618-21.  
Teaching methods  
An algebra program for the bright ninth grader, 179-84.  
Concept learning in algebra, 425-30.  
Desirable alterations in order and emphasis of certain topics in algebra, 361-65.  
An exploratory approach to solving equations, 15-18.  
Graphing in elementary algebra, 260-66.  
An introduction to negative integers, 531-34.  
Prediction of success in elementary algebra, 173-78.  
Verbal problems  
A note on age problems, 26-27.
- APPLICATIONS OF MATHEMATICS**  
Contemporary applications of mathematics, 322-29.  
Edmund Halley on mortality tables, 41-43.  
Effective mathematics in industry, 356-59.  
Guided missiles . . . and mathematical education, 477-78.
- ARITHMETIC**  
Teaching methods  
On the formulation of certain arithmetical questions, 528-30.  
Rationalizing multiplication of decimal fractions, 399-402.  
Short multiplication, 434.  
Techniques for drill in arithmetic fundamentals, 47-48.
- AWARDS AND CONTESTS**  
A community approach to general mathematics, 195-99.  
Mathematical talent and the National Science Fair, 553-54.
- The national status of mathematics contests, 458-63.
- CALCULUS**  
Curriculum  
On the calculus as a required subject, 293-94.  
Schools and college mathematics, 514-18.  
The status of the secondary mathematics program for the talented, 535-40.
- CLUBS, MATHEMATICS**  
Organizing a mathematics club, 149-50.  
Sequoia Junior High School Math Team, 473-74.
- COLLEGE PREPARATION**  
Schools and college mathematics, 514-18.
- CONVENTIONS. See NCTM**
- CURRICULUM**  
College  
For a better mathematics program 1) In the college, 89-99.  
Mathematics texts and teachers: a tirade, 162-72.  
High school  
Building a mathematics program—an adventure in co-operative planning, 226-34.  
A "folded" one-track mathematics program, 330-31.  
For a better mathematics program 2) In high-school geometry, 100-11.  
The impact of modern mathematics on secondary schools, 66-69.  
The mathematics program in West High School, Green Bay, Wisconsin, 211-14.  
A new day? 622-23.  
On the calculus as a required subject, 293-94.  
Schools and college mathematics, 514-18.  
The status of the secondary mathematics program for the talented, 535-40.  
Junior high  
Contributions of junior high schools to American mathematical education, 134-37.  
For a better mathematics program 3) In the junior high school, 112-20.  
Junior high school mathematics and the manpower shortage, 611-16.
- DELEGATE ASSEMBLY. See AFFILIATED GROUPS**
- DEVICES. See VISUAL AIDS**
- EVALUATION**  
Mathematical deficiencies of college freshmen, 22-25.  
The place of evaluation in the secondary school program, 270-73.  
The supervisor plans a program through self-evaluation, 347-52.
- GENERAL MATHEMATICS**  
Curriculum  
A community approach to general mathematics, 195-99.
- GEOMETRY**  
Miscellaneous  
The evolution of geometry, 372-82.  
Plane  
Can two lines coincide? 503.  
The influence of the study of plane geometry on critical thinking, 151-53.

- More on the cutting of squares, 442-54.  
 A problem on the cutting of squares, 332-43.  
 Still more on the cutting of squares, 585-96.
- Solid**  
 Archytas' duplication of the cube, 393-96.
- Teaching methods**  
 Interpretation of the hypothesis in terms of the figure, 562-64.  
 Prove as much as you can, 491-92.  
 Quod erat demonstrandum, 2-6.  
 Teaching the formula for circle area, 548-49.
- GIFTED PUPILS**  
 An algebra program for the bright ninth grader, 179-84.  
 Honors mathematics at Dartmouth, 455-57.  
 The problem of varying abilities among students in mathematics, 70-78.
- GRADING**  
 Are your standards in marking changing? 464-66.
- GRAPHS AND GRAPHING**  
 Graphing in elementary algebra, 260-66.
- GUIDANCE**  
 Careers for the mathematician, 617-18.  
 Junior high school mathematics and the manpower shortage, 609-14.  
 The technical manpower shortage—an answer from the high school, 435-41.
- HISTORY OF MATHEMATICS**  
 American mathematics, 30-33.  
 The evolution of geometry, 372-82.  
 From ancient China 'til today, 607-10.  
 The great Carnot, 7-14.  
 Irrationals or incommensurables I: their discovery, and a "logical scandal," 123-27.  
 Irrationals or incommensurables II: the irrationality of  $\sqrt{2}$  and approximations to it, 187-91.  
 Irrationals or incommensurables III: the Greek solution, 282-85.  
 Irrationals or incommensurables IV: the transitional period, 469-71.  
 Irrationals or incommensurables V: their admission to the realm of numbers, 541-43.  
 Mathematics and Nazism in retrospect, May, 403-05.  
 A minor sidelight on a great man, 471-72.
- LANGUAGE**  
 "... Eleven, twelve, . . .," 367.  
 Let's look at language, 43, 153, 277, 365.
- LITERATURE**  
 Have you read? 398, 554.
- MATHEMATICS, GENERAL**  
 Cultural value of  
 An "apology" for mathematics, 292-93.  
 The dawn of an era, 290-91.  
 Mathematical handwriting on the wall, 551-53.  
 Observations on the prestige of mathematics, 476-77.  
 On the scope of mathematics—then and now, 291-92.  
 On the usefulness of mathematical learning (1700 A.D.), 475-76.
- Need of  
 Why study mathematics in the secondary schools? 37-38.
- MATHEMATICS IN OTHER COUNTRIES**  
 An English schoolmaster looks at American mathematics teaching, 241-49.  
 Mathematics and the changing curriculum of post-war Japan, 383-90.  
 Mathematics in New Zealand schools, 431-34.  
 Some remarks on enrichment, 519-27.
- MEANING**  
 What do we mean? 597-604.  
 Why Johnny hates math—, 578-84.
- MINUTES. See NCTM and AFFILIATED GROUPS**
- NCTM**  
 Conventions  
 Seventeenth Christmas Meeting, 627-28.  
 Sixteenth Summer Meeting, 412.  
 Thirty-fourth Annual Meeting, 215-16.  
 Yearly financial report, 565-66.  
 Your professional dates, 312-13, 412-13, 499, 628.
- Minutes**  
 Minutes of the Annual Business Session, 498-99.
- Miscellaneous**  
 Millions of pages for mathematics education, 154-55.  
 The National Council and the classroom teacher, 406-07.  
 National Council news, 50-51, 205-06, 479-80.  
 National enrollments in high school mathematics, 366-67.  
 Notes from the Washington office, 504-05.  
 Report of the Membership Committee, 624-26.  
 Some unusual mail, 410-11.  
 The White House Conference on education and its implication for mathematics teachers, 295-97.
- Officers**  
 NCTM Committees (1956-57), 567-70.  
 Officers of the NCTM Affiliated Groups, 307-12.  
 Report of the Nominating Committee, 52-59.
- NOTATION AND TERMINOLOGY**  
 Further note on the printing of mathematics, 140-41.  
 On preparing mathematical material for print, 554.
- NUMBERS AND NUMBER SYSTEMS**  
 The mysterious number PHI, 200-04.  
 Our national debt reduced to 54,253,475 dominions? 353-55.  
 A table of Stirling numbers of the second kind, and of exponential numbers, 128-33.
- PHILOSOPHY**  
 A new day? 620-21.  
 On the mathematical training of Navy personnel, 141-42.  
 Some reflections on the teaching of geometry, 39-41.  
 These things we believe, 19-21.  
 Time is running out, 418-24.  
 What's new in mathematics? 555-56.

#### PROBLEM-SOLVING

Method—computation—answer, 492-93.

Problem-solving, 79-86.

#### PSYCHOLOGY

Psychology of learning in the junior high school, 235-40.

#### RECREATIONAL MATHEMATICS

Mathematics on stamps, 395-96.

Odd and even—a game, 397-98.

Perfect Benjamin Franklin magic squares, 35-36.

Philately and mathematics—a further note, 289-90.

Some comments on a simple puzzle, 267-69.

#### STATISTICS

Statistics and baby chicks, 34-35.

#### TEACHER EDUCATION

Some thoughts on teacher education, 143-44.

#### TEACHING METHODS

##### High school

Concept learning in algebra, 425-30.

Graphing in elementary algebra, 260-66.

Interpretation of the hypothesis in terms of the figure, 562-64.

An introduction to negative integers, 531-34.

Prediction of success in elementary algebra, 173-78.

Prove as much as you can, 491-92.

Quod erat demonstrandum, 2-6.

Teaching the formula for circle area, 548-49.

##### Junior high

Desirable alterations in order and emphasis of certain topics in algebra, 361-65.

An exploratory approach to solving equations, 15-18.

On the formulation of certain arithmetical questions, 528-30.

Pupil discovery in junior high school mathematics, 301-03.

Rationalizing multiplication of decimal fractions, 399-402.

Short multiplication, 434.

Techniques for drill in arithmetic fundamentals, 47-48.

#### Miscellaneous

An English schoolmaster looks at American mathematics teaching, 241-49.

Mathematics texts and teachers: a tirade, 162-72.

Men at work, 138-39.

Some remarks on enrichment, 519-27.

Watch your figures, 87-88.

TESTS. *See* EVALUATION

#### TEXTBOOKS

Mathematics texts and teachers: a tirade, 162-72.

UNDERSTANDING. *See* MEANING

#### VISUAL AIDS

Area device for a trapezoid, 391.

The construction and measurement of angles with a steel tape: surveyor's method, 550.

An electric matching device, 278-79.

How to draw an addition and subtraction nomograph, 281.

How to draw a multiplication and division nomograph, 391-92.

Illustrating simple transformations, 467-68.

An improved trigtractor, 28-29.

A multi-model demonstration board, 121-22.

A paper model for solid geometry, 185-86.

The role of sensory materials in meaningful learning, 274-77.

Teaching the concept of cubic measure through the use of manipulative aids, 489-90.

Three folding models of polyhedra, 286-88.

The tomahawk, 280-81.

VOCATIONAL MATHEMATICS. *See* GUIDANCE